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ABSTRACT

This report revises a 10-year-old study of the hotel and catering industry to reflect the developments during the decade. The report describes current French practices in the industry, including details of the structure of the industry in France and the way the industry works with government to influence the content of vocational education. The reports starts with a brief comparative profile of the work force in France and Great Britain, followed in section 2 by an account of the way government in France seeks to influence the affairs of the hotel and catering industry . Section 3 deals with the industry's trade associations in France, which are more diverse than those in Britain and appear to command wider support from employers. There follows in section 4 a summary of the state educational system with detailed accounts of the vocational qualifications it offers at all levels of the academic hierarchy. This section also looks at the examination system, the way work experience is regulated, the economics and training value of the French training hotels, and selection criteria for teachers and students. Cultural differences and their influence on vocational education and training are covered in section 5. Section 6 compares French and British methods of financing catering training through public funds, followed, in section 7, by examples of the work being done by an expanding private sector. Section 8 sets out the mechanisms used by French government departments to adjust the output of public vocational education and training to the industry's skill needs. Section 9 summarizes the findings of the report and draws some conclusions that are aimed to stimulate further consideration within the British hotel and catering industry. (KC)

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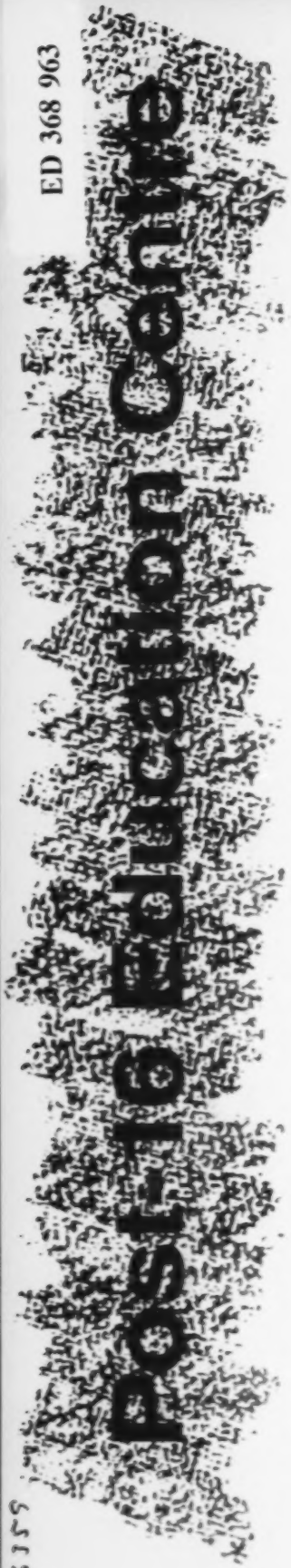

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Catering Education and Training in France

A Comparative Study

Duncan Rutter
Melvyn Teare

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January 1992
Occasional Paper Number 8

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INSTITUTE OF EDUCATION
UNIVERSITY OF LONDON

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Duncan Rutter
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January 1992
Occasional Paper Number 8

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Contents

Preface	1
Acknowledgements	2
Summary	3
Section 1 Manpower in the French Hotel and Catering Industry	5
Section 2 Government and the Hotel and Catering Industry	7
Section 3 The Industry and its Trade Associations	9
Section 4 The State Vocational Education System and How it Works	15
Section 5 Cultural Differences	41
Section 6 Financing the System with Particular Reference to Industrial Training	45
Section 7 The Private Sector	49
Section 8 Planning for Skills	53
Section 9 Summary and Conclusions	55

Preface

The Centre is very pleased to publish this contribution to our European Perspectives Series as the first example of a joint publication with an industrial training organisation. It offers an opportunity to link the broader debate about the future of vocational education in this country to a detailed analysis of a specific occupational sector. Catering has always been an important element in the part time vocational education provision of further education colleges in this country, but it has rarely been considered either comparatively or in the context of wider debates.

Much of the interest in French developments have focussed on the new Baccalauréat Professionel as an example of a strategy for upgrading vocational routes and giving those on them opportunities for progression to higher education (see Watson 1991). This report by Rutter and Teare of the Hotel and Catering Training Company offers a valuable balance to this emphasis with its focus on an area of vocational education which in France combines high status with a strong 'craft' tradition. The differences between the two systems which they give most emphasis to are the absence of any substantial full time provision in catering in this country for 14-19 year olds, the relatively few opportunities in France for higher education in hotel and catering (with the exception of medicine, university education in France is not 'vocational' at least in the narrow sense), and the absence in France of any developments comparable to NCVQ. It remains to be seen whether NVQ's in catering will either provide genuine progression opportunities for young people or adults, or compensate for the traditional failure of this country to provide adequate full time vocational education provision.

Unlike areas of manufacturing in which the traditional skill base of craft occupations is disappearing, the hotel and catering trade presents a much more complex picture. As the authors show it combines radical changes in the expanding fast food sector as more 'industrial' techniques are introduced with a persistence of the need for high quality culinary skills in the specialist restaurant and hotel trade.

Rutter and Teare's report raises some interesting questions as to the place of a field like catering in a more unified system in which the distinctions between 'academic' and vocational are blurred.

Michael Young
January 1992

Acknowledgements

Grateful thanks are due to Madame Claude Hébert, Proviseur of the Nice hotel school, who gave generously of her time both during the visit of the team and during the drafting of the report; to Messieurs Prosperi, Basset, Albiach and Bernard of the Bordeaux, Paris, Toulouse and Strasbourg hotels schools, as well as to Monsieur Pierre Remande, Head of the Paris Ecole Ferrandi, Monsieur Gérard Savoie of the Chambre Nationale de la Restauration et de l'Hôtellerie (CNRH), Monsieur Huriet of the Ecully hotel school, and Monsieur Cénat, Inspecteur General of French Catering Education, for many helpful comments and opinions. Thanks are also due to Mr Alain Thibault, Training Director of Concord Hotels, and Dr John Rees Smith of the Middlesex Business School whose contacts with French hotel schools were invaluable in advising where the enquiries might most usefully be made and in effecting introductions accordingly.

Summary

In 1979 the Hotel and Catering Training Board commissioned two studies of continental practice in training and vocational education for the hotel and catering industry, one based in France and the other in Germany. The reports were published in December 1979. In 1990 the Board decided to revise the earlier studies in the light of developments over the preceding ten years.

This report is concerned with current French practice. Both authors were involved in the earlier study. They made investigative visits to French hotel schools, trade associations and government departments over a total period of ten days in 1990/91, holding detailed discussions with hotel school principals, civil servants, training providers, catering students and employers. The report places more emphasis on higher level programmes than its predecessor. It also deals in more detail with the structure of the industry in France and the way the industry works with government to influence the content of vocational education.

The report starts (Section 1) with a brief comparative profile of the workforce in France and Great Britain, followed in Section 2 by an account of the way government in France seeks to influence the affairs of the hotel and catering industry. Section 3 deals with the industry's trade associations in France which are more diverse than those in Britain and appear to command wider support from employers. There then follows (Section 4) a summary of the state educational system with detailed accounts of the vocational qualifications it offers at all levels of the academic hierarchy. This section also looks at the examination system, the way work experience is regulated, the economics and training value of the French training hotels and selection criteria for teachers and students. Cultural differences and their influence on vocational education and training are covered in Section 5. Section 6 compares French and British methods of financing catering training through public funds and this is followed, in Section 7, by some examples of the work being done by an expanding private sector. Section 8 sets out the mechanisms used by French government departments to adjust the output of public vocational education and training to the industry's skill needs. Finally, Section 9 summarises the findings of the report and draws some conclusions which are aimed to stimulate further consideration within the British hotel and catering industry.

Section 1
Manpower in the French Hotel and Catering Industry

Comparisons of numbers working in catering and hotelkeeping in the two countries are difficult to arrive at. French government statistics, like the British, are based on industry rather than skills classifications. People working in employee feeding, for example, appear within the totals of the industry (such as distribution or construction) which the catering function serves. On the other hand, the `tourism' classification (used in government statistics by both countries) includes a variety of workers in activities such as travel and transport besides most private sector workers in catering and hotelkeeping. However, French government tourism statistics do record separate employment figures for hotels, cafés, and restaurants, and the Hotel and Catering Training Company compiles, from government statistics, separate employment figures for hotels, restaurants and pubs. Some limited comparisons can therefore be made.

Some 690,000 people were working in traditional French hotels, restaurants and cafés at the last count* taken in 1987. About one million people** were then working in British hotels, restaurants and pubs. The populations of the two countries totalled 56 million (France) and 55 million (Great Britain). Thus one person in 81 was employed full-time in traditional catering work in France compared with one person in 55 in Britain.

Both industries rely heavily on women. 52% of people working in these sectors in France are women, and 59% in Britain. They also rely on a high proportion of part-time workers: 60% of the total in France compared with 52% in Britain.

* Comptes de la Nation, INSEE.

** All comparative figures exclude Northern Ireland and the French figures are confined to Metropolitan France.

Section 2
Government and the Hotel and Catering Industry

Diagram1 overleaf illustrates the way government in France seeks to influence the affairs of the hotel and catering industry, including vocational education and training. Seven ministries are involved. Those concerned with education and employment have most influence on curriculum and course content and have an extensive regional tripartite presence.

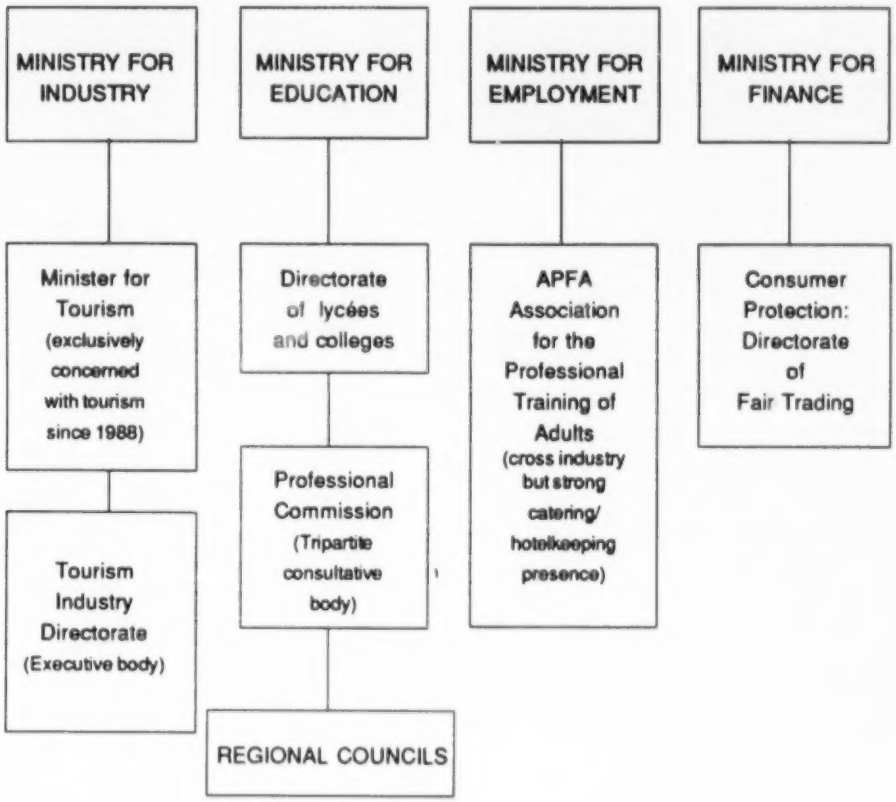
The controls exercised over fair trading and consumer protection are not unlike those in Britain. The main difference between the two countries lies in stronger central control over tourism (unlike Britain, the French have had a Minister exclusively concerned with tourism since 1988) and, as will be seen later, over vocational education.

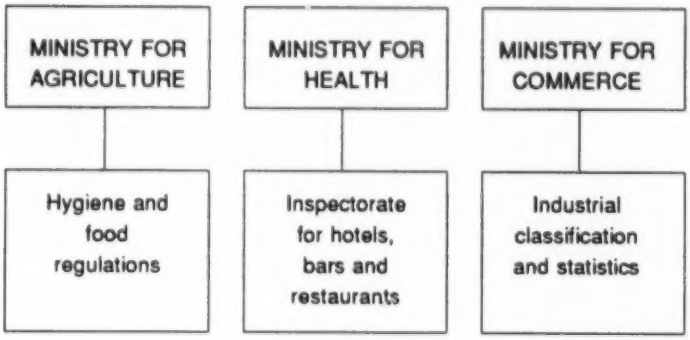
The government seeks to control standards in hotels and restaurants by requiring them to conform to prescribed criteria before they can be promoted in government tourist literature. The system has something in common with the English Tourist Board's crown classifications but it also carries the weight and authority of central government.

Governmental influence on vocational education will be discussed in more detail later. Its influence on vocational training is exercised through its presence on national consultative bodies, and less directly (though possibly more effectively) through fiscal policy in its operation of the training tax and apprenticeship tax (see Section 6).

Diagram 1

French Government Departments and the Hotel and Catering Industry


MINISTRY FOR INDUSTRY
MINISTRY FOR EDUCATION
MINISTRY FOR EMPLOYMENT
MINISTRY FOR FINANCE
Minister for Tourism (exclusively concerned with tourism since 1988)
Directorate of lycées and colleges
APFA Association for the Professional Training of Adults (cross industry but strong catering/ hotelkeeping presence)
Consumer Protection: Directorate of Fair Trading
Professional Commission (Tripartite consultative body)
Tourism Industry Directorate (Executive body)
REGIONAL COUNCILS



Section 3
The Industry and its Trade Associations

The Hotel Sector

The hotel sector in France falls into two principal categories:

hôtels homologués — those which are given a one, two, three, four star or four star de luxe classification by the national tourism authority — some 20,000 hotels with 480,000 rooms

hôtels non homologués — those whose standards are regulated locally and which do not follow the national star classification — around 30,000 hotels with 330,000 rooms.

Individual national star classifications are often hotly contested by the proprietors concerned.

Within these two sectors, privately-owned hotels continue to be well represented. They currently number about 13,000. Generally they are small family businesses but the bigger ones can employ over 100 staff. About half of them have joined (primarily marketing) consortia, the biggest of which is Logis and Auberges de France representing 78,000 rooms. Some, like Best Western, base their appeal on consistent standards and quality; others on the specialised type of hospitality they offer — Châteaux et Demeures de Tradition, Hostelleries du Vignoble Français, Relais du Silence, for example.

Since the mid-1970's, the bigger hotel chains have progressively taken a greater share of the market, the most significant being Accor/Pullman and the Société du Louvre. In 1980, hotel chains owned 9% of all tourism-approved hotels. They now own 17%, representing over 1000 establishments. In size, Accor ranks number seven among hotel chains world-wide, and claims to be number one in Europe. It offers a range of ten types of hotel from Sofitel at the top to its budget range of Formule 1 hotels.

The growth of major groups like Accor has put new demands on French vocational education, calling as it does for increased international mobility and sensitivity to the social and economic environment, to which the educational system has responded in its curricula. The groups themselves, however, are not uncritical of what they regard as the academic inflexibility of the system and have set up substantial education and training resources of their own. Accor alone puts 7000 management trainees a year through its own vocational training courses.

Diagram 2

Restaurants - Market Profile

LOCATION	Fast Food Service	Low Cost Traditional	Up-Market/ Expense Account	Gastronomic	Mobile
TOWN CENTRES	Major chains *Growing*	Numerous independent operators *Static*	Independent operators *Medium growth*	Numerous independent operators *Static*	*Rare*
HIGH STREET STORES	Major chains *Growing*		*Rare*		
ROADSIDE	*Rare now but growing*	Numerous independent operators *Medium growth*	Numerous independent operators *Medium growth*	Numerous independent operators *Static*	Independent operators *Medium growth*
AIRPORTS RAIL & AIR	Chains and independent operators		*Growing*	*Rare*	Major chains
MOTORWAY & RAILWAY STATIONS	Chains and independent operators		*Rare*	*Rare*	Major chains

Source: APEC (reproduced by Infosup October 1990)

Restaurants

The commerical restaurant business in France can be classified under five main categories: fast food service, low-cost traditional, up-market/expense account, gastronomic, and mobile catering. Diagram 2 shows where the principal restaurant categories are located, who the major operators are, and the extent to which the market is growing.

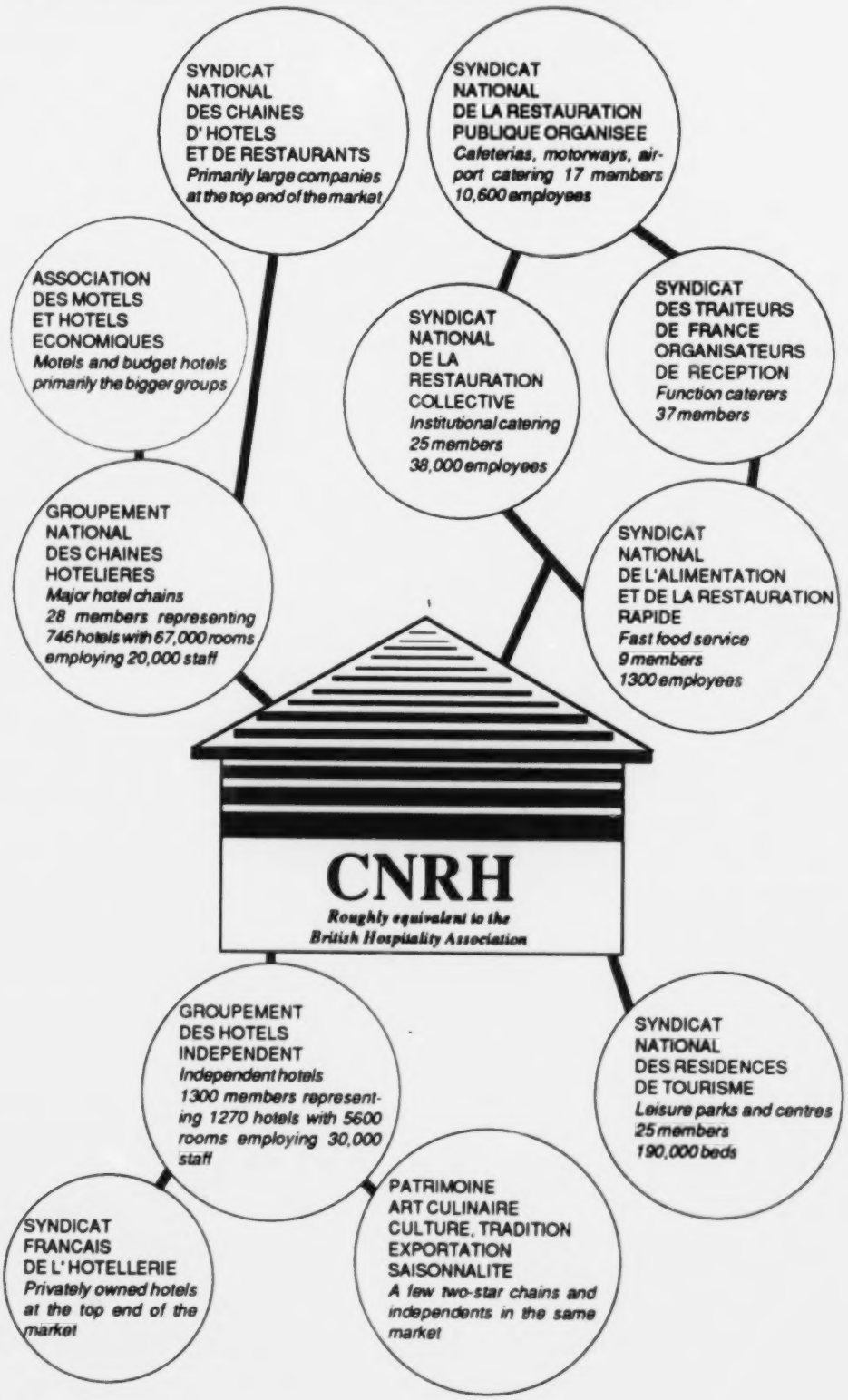
Within the private sector, major chains are occupying an increasingly significant role (Accor, again, figures prominently, both in traditional and fast food restaurants), often as franchisees of restaurants within privately-owned hotels. Public and institutional catering (employee feeding, schools, hospitals and so forth) continues to be dominated by in-house arrangements (80% of the total), and contract catering has made nothing like the headway it has in Britain. The independent restaurateur continues to dominate the business (some of them voluntarily joining consortia though not on the scale of the private hotels), but there is a marked growth in the activities of the bigger chains and not only in fast food. Again this has some significance for the sector's demands on vocational education. Non-craft subjects assume increasing importance, but as long as traditional restaurants continue to hold their own, nothing is likely to alter the supreme importance of high standards of vocational education and training in cookery and food service.

Trade Associations

There is a much wider diversity of trade associations in France than in Britain, though one organisation — the Chambre Nationale de la Restauration et de l'Hôtellerie (CNRH) — is pre-eminent. It is effectively a federation of the virtually autonomous sector groups shown in Diagram 3. The nearest British equivalent — though much more centralised — is the British Hospitality Association (formerly the British Hotels Restaurants and Caterers Association). The CNRH is affiliated to the Conseil National du Patronnat Français, the equivalent of the Confederation of British Industry. The view appears to be that, whilst there are common industry needs that can be met by a central organisation, government and other external parties are more responsive to sectoral interests if the pressures are exercised separately. Thus, whilst CNRH represents the industry on national consultative councils concerned with vocational education and training as well as other matters, individual constituent bodies make their interests known independently. They also take independent initiatives in education and training. For example the French Association of Hotelkeeping (part of the independent hotels representation on the main trade body) shares a financial interest in the Paris hotel school with the National Association of Restaurateurs, Café-owners and Hoteliers which is outside the main confederate trade body.

Diagram 3

Chambre Nationale de la Restauration et de l'Hôtellerie


SYNDICAT NATIONAL DES CHAINES D' HOTELS ET DE RESTAURANTS
Primarily large companies at the top end of the market
SYNDICAT NATIONAL DE LA RESTAURATION PUBLIQUE ORGANISEE
Cafeterias, motorways, airport catering 17 members 10,600 employees
ASSOCIATION DES MOTELS ET HOTELS ECONOMIQUES
Motels and budget hotels primarily the bigger groups
SYNDICAT NATIONAL DE LA RESTAURATION COLLECTIVE
Institutional catering 25 members 38,000 employees
SYNDICAT DES TRAITEURS DE FRANCE ORGANISATEURS DE RECEPTION
Function caterers 37 members
GROUPEMENT NATIONAL DES CHAINES HOTELIERES
Major hotel chains 28 members representing 746 hotels with 67,000 rooms employing 20,000 staff
SYNDICAT NATIONAL DE L'ALIMENTATION ET DE LA RESTAURATION RAPIDE
Fast food service 9 members 1300 employees
CNRH
Roughly equivalent to the British Hospitality Association
GROUPEMENT DES HOTELS INDEPENDENT
Independent hotels 1300 members representing 1270 hotels with 5600 rooms employing 30,000 staff
SYNDICAT NATIONAL DES RESIDENCES DE TOURISME
Leisure parks and centres 25 members 190,000 beds
SYNDICAT FRANCAIS DE L' HOTELLERIE
Privately owned hotels at the top end of the market
PATRIMOINE ART CULINAIRE CULTURE, TRADITION EXPORTATION SAISONNALITE
A few two-star chains and independents in the same market

Besides the organisations federated within the Chambre Nationale, there are other trade bodies representing discotheques, seasonal hotels, regional and local bodies (the most significant of which is the Paris Association which jointly owns the Rue Médéric school) and the Federation Nationale de l'Industrie Hôtelière which represents small businesses employing about five people, has country-wide representation, and is an effective pressure group.

The trade associations estimate that 40% of employers in the industry are members of one association or another. In Britain, the BHA estimates that it has 20% of eligible employers in membership and the RAGB's representation of eligible restaurants is largely confined to Greater London.

French law requires establishments with ten or more employees to appoint a *delégué du personnel* (shop steward); where there are 50 or more employees, the shop steward must be a member of a recognised union. If employers or employees opt for a *syndicat libre* (staff association) it has to be recognised by the Employment Ministry as satisfying certain criteria. The trade associations estimate that 25% of employees in the commercial sectors of the industry are members of a trade union; membership is stronger in the public than the private sector, and among the bigger employers. In Britain, various estimates for the commercial sector of between 5 and 8% membership are made. In France, trade unions are actively involved in central training policy through tripartite representation, and are particularly concerned with the organisation of, and pay scales for, apprentices' work experience.

Professional Associations

There are numerous professional associations in France which seek to influence gastronomic standards. Perhaps the most prestigious is the Académie Culinaire de France, founded in 1883, which is highly selective in its membership and which exercises its influence through the part its members play, in France and elsewhere, in the policies of educational and award-making bodies.

Section 4
The State Vocational Educational System and How it Works

Vocational education within the state system in France is organised as follows.

Some 20 ***Lycées d'Enseignement Technique Hôtelier*** (hotel schools) offer qualifications roughly equivalent to the BTEC and SCOTVEC Higher National Diploma — *Brevet Technicien Supérieur* (BTS) — and, exceptionally at two hotel schools, enter into arrangements with the adjacent university to share the teaching for a Masters degree. They also offer the equivalent of a BTEC National Diploma — *Brevet Technicien Hôtellerie* (BTH) — which is shortly to be replaced by the *baccalauréat technologique hôtellerie.* Virtually all hotel schools occupy discrete sites and have a distinct identity.

Some 200 ***Lycées d'Enseignement Professionnels*** offer the equivalent of the higher end of full-time British craft certification — *Brevet d'Etudes Professionelles* (BEP), entry normally at age 15, and a three year full-time craft programme normally for 13 year olds with the same technical content as the BEP programme but less general education — *Certificat d'Aptitude Professionnelle* (CAP). The past decade has also seen the introduction of the *baccalauréat professionnel restauration,* a specialised form of the general baccalauréat covering much the same ground as the BEP but with a stronger element of work experience designed to equip students, immediately after qualifying, for appointment in quasi-supervisory restaurant occupations. Some Lycées d'Enseignement Professionnels are contained within the hotel schools. As in Britain, the designation of the school in France is determined by the highest level of course offered, but they may and do offer lower courses.

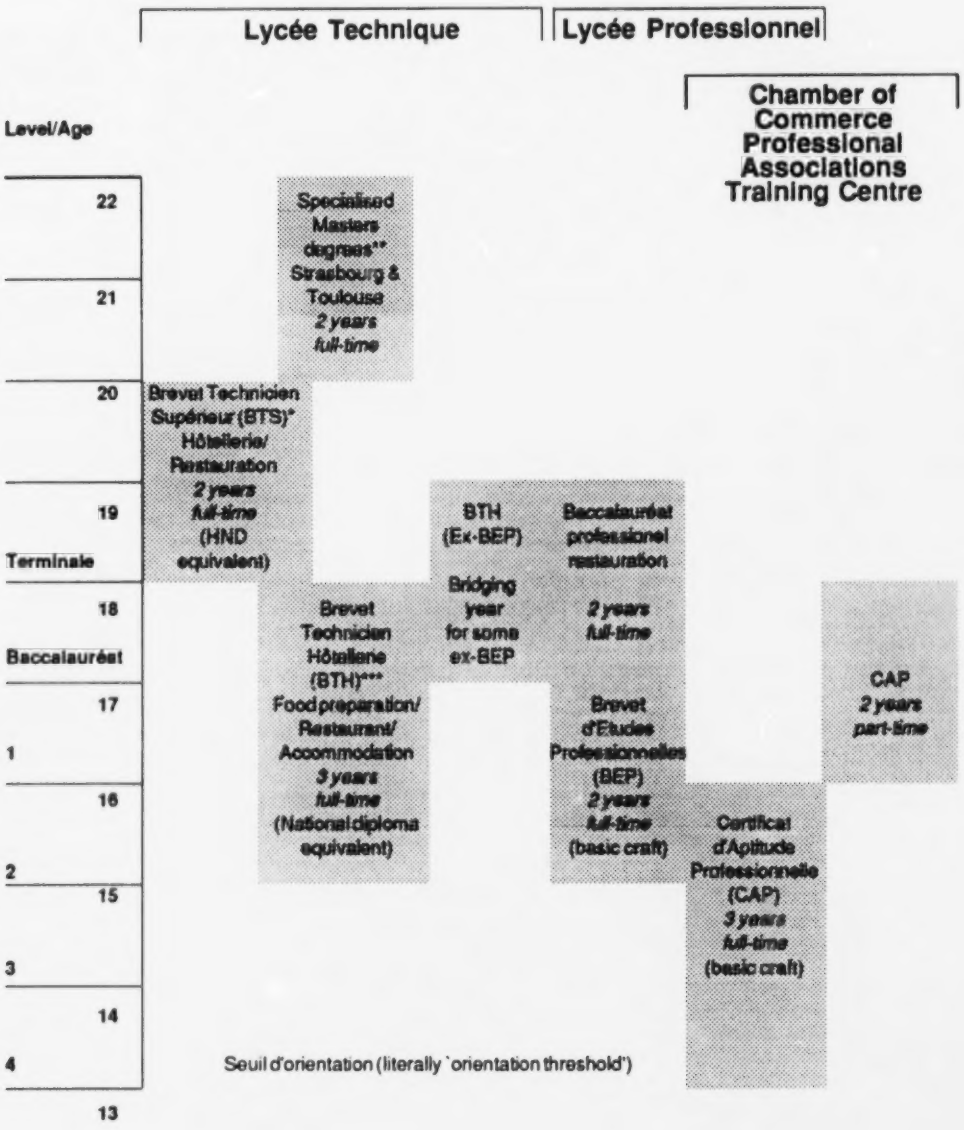
Finally, there are ***Centres de Formation d'Apprentis,*** which are craft schools operated mainly by the state but also by Chambers of Commerce or independent training agencies with state accreditation. They offer the full-time *Certificat d'Aptitude Professionnelle* as well as the same qualification through part-time apprenticeship with entry from age 16 upwards.

Diagram 4 summarises the French system. Diagram 5 shows, for comparison, the British system.* The various programmes comprising the French system are then discussed in turn.

*This report was prepared before the publication of the Government White Paper *Education and Training for the 21st Century* , Cm 1536.

Diagram 4

The French Vocational Education Routes



* At a minority of centres entry into BTS is possible from the general baccalauréat.
** Although most of the teaching takes place in the lycée concerned, the degree is awarded by the university.
*** The BTH is being phased out in favour of the baccalauréat technologique hôtellerie.

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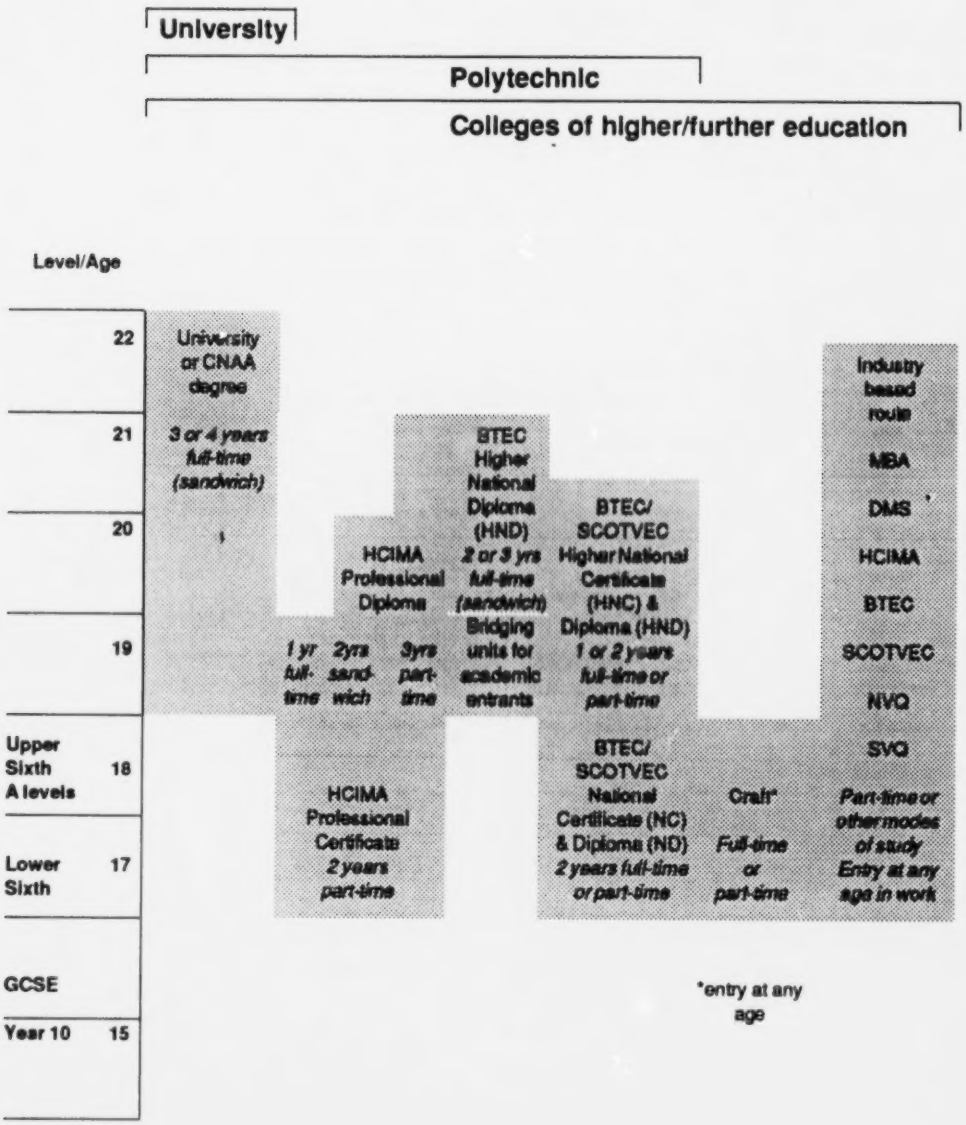
Diagram 5

Hotel and Catering Vocational Routes in Britain



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The French educational system regards medicine as being an exception to the general rule that exclusively vocational education should not from part of a university's business (dentistry, in France, is taught in private establishments). Other traditionally prestigious professions - civil engineering, mining engineering or administration, for example - are the province of the *Grandes Ecoles* or *Ecoles Polytechniques* which are fewer in number and academically more demanding than their British titular equivalents. When in 1979 the HCTB team had discussions with senior members of the French catering teaching profession, and with the catering education inspectorate, there appeared to be universal agreement that higher degrees had no place in vocational education for catering and hotelkeeping. The industry, in their view, was looking for essentially practical skills and the existing Brevet Technicien Supérieur (BTS) output served the top end of those needs quite adequately. From the industry itself, there was widespread approval for Brevet Technicien Hôtellerie (BTH) products, qualified approval for BTS, and a measure of incredulity at the thought of vocationally-based university degrees. There is no prestigious Grande Ecole in France for catering and hotelkeeping. However, degrees of Master of Science in hotelkeeping and tourism are now offered by Strasbourg and Toulouse universities in association with the Strasbourg and Toulouse hotel schools. About 50 students a year in total embark on the two programmes. Most of them have either acquired a BTS in hotel or restaurant management, or have substantial managerial experience in the industry; if they have achieved a BTS or equivalent level in some other discipline, they must successfully complete a pre-entry programme designed to give them basic craft and technical skills. The University of Angers also offers a Masters degree specifically to holders of a BTS Hôtellerie/Restauration, but the programme appears to stand on its own as a business management course irrespective of the student's earlier discipline. Other centres also offer degrees in tourism without specifying catering and hotelkeeping, and the University of Chambéry offers a tourism degree programme with heavy emphasis on language skills and marketing for tourism and hotelkeeping.

Because the Strasbourg and Toulouse programmes are substantially similar, the following account restricts itself to giving details of the pre-entry requirements at Strasbourg and the Masters programme itself at Toulouse.

The Strasbourg Programme

The Strasbourg programme, though jointly conducted by the staff of the hotel school and the Robert Schuman University and aimed at a degree awarded by the University, is for the most part based physically in the hotel school. The emphasis of all the promotional material is on the practical base of the course and the involvement of catering and hotelkeeping professionals. It defines three main objectives:

- a sound basic framework of theory, enabling students to master the generality of the hotel business's problems, and to adapt to professional and technological innovation and environmental challenge
- close collaboration with hotel practitioners so as to secure maximum responsiveness to the industry's needs
- regular contacts with the practical realities of the industry so as to ensure rapid adjustment to changes in the day-to-day working environment, and the acquisition of the 'know how' that every decision-maker needs.

Criteria for Entry

Most of the students who have so far been admitted to the programme have achieved distinction in completing the hotel school's BTS programme. Candidates from other disciplines gain a Certificat Préparatoire requiring 20 weeks full-time study at the hotel school devoted principally to applied sciences and practical work followed by four months working in the industry.

The full-time study comprises:

Business Practice		40 hours
First Foreign Language (English)		40 hours
Second Foreign Language (German or Spanish)		40 hours
Food Technology		80 hours
Kitchen	Theory & Practice	300 hours
Restaurant		110 hours
Hotel		80 hours
Use of Word Processor Software		80 hours

The Toulouse Programme

The Toulouse objectives are somewhat more generalised, aiming to 'make available theoretical knowledge, technical and practical skills, and modern management techniques to practising directors in the industry or those aspiring to top management'. It was devised by the hotel school, the university, and representatives of the industry in conjunction with the Ministry of Education. As at Strasbourg, the degree is awarded by the university.

Diagram 6

University of Toulouse le Mirail and Toulouse Hotel School
Maîtrise de Sciences et Techniques (960 Hours)

	FIRST YEAR	SECOND YEAR
GENERAL MANAGEMENT		
Techniques of Decision Making	20	20
Business Analysis and Control	60	30
Financial Analysis and Control	40	
Marketing	50	
Business Strategy	30	
	200	50
THE ENVIRONMENT		
Applied Economics (Project)	40	
Work Study: The Purchasing of Goods and Services	20	20
Law I: Law and Accountancy	40	
Law II: Business Law		50
Socio-Economic Study of the Elements of Customer Relations	40	
Geography: Implications for Management	20	
	160	70
COMMMUNICATIONS		
Information Technology	30	40
First Language: English	30	30
Other Language: Spanish, German or other	40	40
Human Relations	30	30
Management of People		50
	130	190
THE INTERNATIONAL DIMENSION		
International Marketing		40
Europe and its Organisation		30
Financial Management		30
International Strategy		30
Exporting/Training and Trainer Training		30
		160
OPTION A: HOTEL AND RESTAURANT MANAGEMENT		
Kitchen Techniques	30	30
Restaurant Management Techniques	30	30
Accommodation Management	30	40
Engineering for Hotels	30	30
Wine Knowledge	30	
Cultural Aspects of Catering and Hotelkeeping	30	
Physiology and Psychology of Taste, Hunger and Thirst		30
Dietetics		30
	150	220
OPTION B: TOURISM MANAGEMENT*		
Jobs in Tourism	60	
Project Design and Development	60	
Management and Co-ordination	90	
Creation and Management of Attractions	130	
Methodology	30	
	370	

*The option is termed in French 'Tourisme /Thermalisme'. There is no ready English translation of 'Thermalisme'. The nearest might be spa management. The past decade has seen a remarkable revival of French spas associated with a renewed interest in their therapeutic alternative to prescribed drugs for a variety of maladies. This has been accompanied by a revitalisation of their promotion and management.

Criteria for Entry

As at Strasbourg the programme is offered to students successfully completing a BTS in hotel or restaurant management or related subjects, as well as students graduating in other disciplines (two years following the baccalauréat). It is also open to practising professionals in the hotel and catering industry provided they offer satisfactory evidence of their earlier academic attainment and professional experience. Here too, there are pre-entry training and education requirements to compensate for deficiencies in the learning or experience of candidates from any one stream.

Programme Content

The programme (see Diagram 6) comprises 960 hours common subjects with options for either hotel and restaurant management or tourism, each 370 hours. All the modules are available separately for candidates who do not wish to complete the entire degree programme.

The Toulouse degree lays considerable emphasis, as does its Strasbourg counterpart, on the involvement of successful practitioners from the industry in the hotel and catering management module. To that extent it differs little from the BTS offered by both hotel schools. Is then the Masters degree little more than a glamorous BTS topped up with the basic elements of a standard business management programme? Many of the hotel school directors who do not enter into arrangements with the local university to offer a degree (the vast majority) have said as much. Without experiencing the programme, it is obviously impossible to assess whether the industry- specific elements of the degree represent a significant advance on those of the diploma. Since most of the degree candidates will have already successfully completed a BTS, it would be surprising if they did not. That apart, both the Strasbourg and Toulouse Masters degrees lay considerable emphasis on project work, under the joint supervision of an industry-practioner and an academic research specialist, which must be written up and presented.

Brevet de Technicien Supérieur (BTS)

The syllabus for the Brevet de Technicien Supérieur, roughly comparable to a British HND, is shown in Diagram 7.

When the 1979 study was undertaken, the first year for entrants from BTH and baccalauréat varied to reflect their differing educational needs. A year bridging course for baccalauréat entrants (including 16 weeks work experience) now makes it possible for all entrants to have a common first year. Thereafter there are two options: hotel management and restaurant management. These replace the four that were on offer, including institutional catering and classical cookery, in 1970. Classical cookery was even then considered so unrealistic an option for students coming through the general baccalauréat route that no hotel school offered it. Its demise has not been mourned.

The emphasis in both surviving options is on general management subjects common to both, with two foreign languages a compulsory feature.

Diagram 7

Timetable
Brevet de Technicien Supérieur

	BRIDGING YEAR*	FIRST YEAR**	SECOND YEAR	
			OPTION A HOTEL MANAGEMENT	OPTION B RESTAURANT MANAGEMENT
French		2	2	2
Foreign language A	2	2	2	2
Foreign language B	2	2	2	2
Applied Science	1	2	2	2
General Economics		2	2	2
Legal Studies		2	2	2
Humanities		2	2	2
Business Administration and Organisation	4			
Word Processing	2			
Hotel Administration		2	4	4
Mathematics		2	1	1
Management of Equipment		4	3	3
Application		2	5	5
Hotelkeeping	4	2	4	
Cookery	12	2	1	4
Restaurant	5	2	1	2
Hotel Maintenance		2		
HOURS PER WEEK	32	32	34	34

*For entrants with general baccalauréat 20 weeks in lycée, plus 16 weeks work experience.

**Work experience for 16 weeks after first year.

Brevet de Technicien Hôtellerie (BTH)
(Future Baccalauréat Technologique)

The Brevet de Technicien Hôtellerie (BTH) covers a three year course run in a Lycée Technique. Its title is to be replaced by the term *baccalauréat technologique**. The age of entry, as for the BEP, is normally 15. The syllabus for the course is shown in Diagram 8. There are three options: Food Preparation, Restaurant Service and Accommodation.

Admission is either by direct entry of the 15 year old school-leaver to the course or an intervening bridge year is now available for exceptional students of the Brevet d'Etudes Professionnelles.

Of the 35 hours a week in all options, over 30% of the course is academic study, but this includes two foreign languages, a heavier emphasis than in a comparable British course.

* At the time of the authors' visit, the curriculum for the baccalauréat technologique was being finalised.

Diagram 8

Timetable
Brevet de Technicien Hôtellerie

Order: 29 May 1986

	FIRST YEAR	SECOND YEAR	THIRD YEAR		
			OPTION A FOOD PREPARATION	OPTION B RESTAURANT	OPTION C ACCOMMO-DATION
French	3	3	3	3	3
Geography and Tourism	2	2	2	2	2
Modern Language A	3	3	3	4	4
Modern Language B	3	3	3	4	4
Mathematics	2	2	2	2	2
Applied Arts	1	1	1	1	1
Physical Education	2	2	2	2	2
Economics and Law	1	2	2	2	2
Hotel Management (includes 1 hour of practical work)	3	3	3	3	3
Hotel Administration	2	2	-	1	5
Applied Science in Hotels and Restaurants	2	2	3	3	-
Oenology	-	1	1	1	-
Cookery	4	4	8	2	-
Restaurant	4	4	1	4	1
Accommodation	2	1	-	-	5
Professional Activities	1	1	1	1	1
HOURS PER WEEK	35	35	35	35	35

*For entrants with general baccalauréat 20 weeks in lycée, plus 16 weeks experience.

**Work experience for 16 weeks after first year.

Baccalauréat Professionnel Restauration

The two year baccalauréat professionnel was introduced in 1985 into French vocational education generally to give a further education route to the more talented products of the Certificat d'Aptitude Professionnelle (CAP) and Brevet d'Etudes Professionnelles (BEP) and to raise the status of vocational qualifications at that level. It is intended to lead directly to full-time employment in the industry rather than to further full-time education. During year 1 the student will form part of a brigade, and learn about kitchen organisation. Later the student will look at the commercial side of restaurant operations. In year 2, he or she will carry out work at the level at which the first substantive appointment is expected to be made. The curriculum is summarised in Diagram 9. It contains periods of work experience alternated with the academic timetable. When the HCTB survey was made in 1979, there were suggestions that the CAP was to be phased out as a full-time option. This has not occurred, and the introduction of the baccalauréat professionnel has given the Lycées Professionnels a new challenge to which most have eagerly responded.

Diagram 9

Timetable
Baccalauréat Professionnel

	FIRST YEAR* (20 weeks)	SECOND YEAR (26 weeks)
Professional Training	10	10
Business Management	3	3
Applied Science	2	2
Mathematics	2	2
French	3	3
Modern World	2	2
Modern Language A	3	3
Modern Language B (Optional)	(1)	(1)
Art	2	2
Physical Education	30	30
HOURS PER WEEK	30	30
TOTAL HOURS	600	780

*Work Placement 'alternance' 20-22 weeks during 2 years.

Brevet d'Etudes Professionnelles (BEP)

The Brevet d'Etudes Professionnelles is a two-year course with a firm general education base, run in a Lycée d'Enseignement Professionnel. Its syllabus is shown in Diagram 10. After a common first year, there are three options: Food Preparation, Restaurant Service, and Accommodation. Entrants to the course come direct from school at around 15 years of age. It is broadly comparable to the upper end of the full-time craft courses in Britain. The technical content of the programme, and of the final examination, is virtually the same as that for the Certificat d'Aptitude Professionnelle.

The general and technical syllabus of the BEP does not limit students to one particular speciality but gives them a broad-based training in the professional area in which they propose to work. It opens out a wide range of career opportunity including provision for students who have done well in the BEP to move on to the BTH (in future the baccalauréat technologique) following a year's bridging course required to bring the student to the same academic standard as that of normal entrants to the BTH; alternatively food service students in particular can advance through the baccalauréat professionnel restauration to supervisory jobs in restaurants.

Diagram 10

Timetable
Brevet d'Etudes Professionnelles

	FIRST YEAR	SECOND YEAR		
		OPTION A FOOD PREPARATION	OPTION B RESTAURANT SERVICE	OPTION C ACCOMMODATION
PRACTICAL TEACHING AND TECHNOLOGY OF THE PROFESSION				
Cookery	6	12		
Food Service — Restaurant	6		12	
Accommodation Services	2			12
Technology and Organisation of Work	3	3	3	3
Applied Science — General and Food Hygiene	2	2	2	2
Elementary Economics: Business Management and Information Systems	3	4	4	4
GENERAL SUBJECTS				
French	4	4	4	4
Current Affairs	1	2	2	2
Mathematics	1	1	1	1
Foreign Language A	3	3	3	3
Art & Culture	1	1	1	1
Physical Education/Sport	2	2	2	2
OPTIONAL SUBJECTS				
Second Foreign Language	(2)	(2)	(2)	(2)
Personal Development	(2)	(2)	(2)	(2)
Professional Development *	(1)	(1)	(1)	(1)
HOURS PER WEEK	34 + (5)	34 + (5)	34 + (5)	34 +(5)

* May include specialised experience in the industry under the overall control of the lycée.

Certificat d'Aptitude Professionnelle

The Certificat d'Aptitude Professionnelle (CAP) is a basic craft qualification which can be gained through three routes: three years full-time study at a Lycée d'Enseignement Professionnel (LEP) from the age of 13; a two year apprenticeship from the age of 16 (minimum) with part-time education at a recognised centre; or at any age by acquiring modules (not dissimilar from the principles underlying Britain's National and Scottish Vocational Qualifications) at an individual's own pace. The last route is not open to students following a two year apprenticeship or the three year LEP programme. There are three main options: cookery, restaurant, and accommodation services. Full-time college students must spend at least eight weeks working in the industry during their programme.

Apprenticeship training schemes are governed by law, which makes provision for vocational training schemes for young people, usually 16 year olds, wishing to cease full-time attendance at school. Indentures concluded between an apprentice and his or her employer constitute a proper employment contract, entitling the apprentice to a minimum wage and ensuring that the apprentice has at least 400 hours of theoretical education in a recognised centre each year. In fact, most centres offer substantially more. At the main Paris apprentice training centre, for example, an apprentice undertakes a 34 hour week at the centre, alternating with a 45 hour week at work, during the period between September and June. An apprentice waiter/ress undertakes a 38 hour week at the centre and a 50 hour week at work, again alternating over the period between September and June. Thus the amount of off-job training given compares favourably with the one day a week for four years which the British industry-based craft trainee traditionally spent at college. In France, most employers have two apprentices, so that one is always at work during term time, while both are at work during the school holidays. The teacher in charge of the apprentices visits the establishment in which they are employed, where they are supervised by a Maître d'Apprentissage.

Although the routes taken to CAP by full-time apprentices and full-time students are different, the qualifying examinations are identical and have the backing of the law (see page 32). Those for restaurant and accommodation services follow much the same lines.

The more talented students from the full-time route are encouraged to embark on the BEP and thence the baccalauréat professionnel.

In France, the final examination structure has the backing of the law. The Education Minister controls the examinations for vocational education centres, and the state-sponsored body APFA (The Association for the Professional Training of Adults — see Diagram 1), controls the examinations for vocational training centres. The examinations comprise a blend of practical and theoretical tests, the latter being both written and oral. Examination rules specify national standards for duration and importance by subject area. Typical examination structures (for BTS Hotel and Restaurant Management at one end of the range and CAP at the other) are shown in Diagrams 11 and 12.

The practical tests are assessed by a panel composed of local representatives from industry and members of the teaching staff. On the panels which have been joined by HCTC staff, at least 50% of the representation came from industry. Dishes prepared under examination conditions are assessed for presentation and taste. Strict time scheduling is imposed, portions have to be calculated, and requisitions made. At one hotel school, the time allowed for preparation of the dishes varied considerably, but the tests themselves (which were drawn out of a hat) though superficially varying in difficulty, had been designed specifically to present the examinees with comparable test requirements.

The failure rate is high. According to figures published by the French Ministry of Education (Infosup October 1990), out of a total of some 30,000 who take state examinations in tourism, catering and hotelkeeping annually, some 17,000 fail. Figures shown to HCTC by one of the bigger Lycées d'Enseignement Technique suggest that there are proportionally more failures in the last year of BTH where the cost, in terms of lost years, is highest. The consequences of failure at all levels are harsh. The best a failed student can hope for is a formal certificate of attendance at the school, and that appears to be given only exceptionally. There has apparently been pressure from students and their parents for the school to make at least a subordinate award to failures in the higher streams; for example a CAP to a failed BEP, and BEP to a failed BTH. This has, however, been resisted on two grounds; first, the CAP is considered to be a worthwhile qualification in its own right at basic craft/operative level and it would demean it to make it a consolation prize for students who had failed to make the grade in training for different work; secondly, any insurance provision in the qualification structure could make for slackening of effort.

Diagram 11

Brevet Technicien Supérieur Examination*

	OPTION A HOTEL MANAGEMENT		OPTION B RESTAURANT MANAGEMENT	
	LENGTH	WEIGHTING	LENGTH	WEIGHTING
FIRST GROUP ASSESSMENTS				
Tests common to both options				
Test of proficiency in written French	4 hours	2	4 hours	2
Oral foreign language test: (A) English	20 mins	2	20 mins	2
Tests specific to individual options				
Written tests based on management case studies	5 hrs max	4	5 hrs max	4
Practical tests to demonstrate technical competence in Hotel or Restaurant Management	6 hrs max	4	6 hrs max	4
		12		12
SECOND GROUP ASSESSMENTS				
Oral tests common to both options				
The Legal and Economic Aspects of Hotelkeeping	20 mins	3	20 mins	3
Social and Human Relations	20 mins	3	20 mins	3
Motivation and Leadership	20 mins	4	20 mins	4
Tests specific to individual options				
Option A: Second foreign language (B)	20 mins	3		
Option B: Applied Science in Hotels and Restaurants			20 mins	3
		13		13
INDUSTRIAL PLACEMENT				
Presentation of and discussion on the candidate's report on Industrial Placement	20 mins		20 mins	
OPTIONAL TESTS				
Applied Science in Hotels and Restaurants (Option A)	20 mins			
Second Foreign Language (Option B)				20 mins
Physical education				
Discussion in Foreign Language on the Industry	20 mins		20 mins	

*Annex 1: Order 24 July 1980 as amended by Orders dated 21 June 1985 and 30 March 1989.

Diagram 12

Final Examination CAP (Kitchen)

(Effective from 28 August 1990)

	TESTS	LENGTH	WEIGHTING
TECHNICAL SUBJECTS			
Kitchen Production	Practical	4 hours 30 mins	12
Applied Technology and Science: Food, Hygiene, and Equipment	Written	2 hours	4
Understanding of the Industry and its Economic, Legal and Social Environment	Written	2 hours	2
GENERAL SUBJECTS			
French	Written	2 hours	2
Mathematics	Written	1 hour	1
French Language	Oral	20 mins	1
Social and Domestic Economics	Written	1 hour	1
Physical Education and Sport			1

Hotel school students have to familiarise themselves with all aspects of hotel and restaurant operations. To this end the `stage' during the summer is regarded as essential. The choice of establishment, and what each student does there, is the responsibility of the hotel school director. The director is assisted by a working group comprising industry professionals, hotel school administrators/teachers, parents and students. The aim is to use establishments which have quality service, and proprietors who will guide students in their work and enrich their knowledge. The `stage' must include periods in establishments using both traditional and new methods. It comes at the end of the first two years between July 1st and August 31st, except for the BTS `bridging course' for which work experience begins in April, and the baccalauréat professionnel for which work experience takes place during term-time. The normal period is two months, sometimes longer, with four weeks holiday before students return on October 1st.

The conditions of work, lodgings, pay as well as the respective responsibilities and obligations of student and employer are set out in a contract drawn up by the state. This defines the legal responsibilities demanded of the employer and is used for all French hotel school students. A visit is made to the establishment to control the effectiveness of the experience for each student. This is undertaken by teachers, sometimes in conjunction with parents. At the end of the `stage', the teacher prepares a report for the hotel school director and the employer. The employer and the student report separately. The employer also gives the student a certificate that the `stage' has been completed. During the whole work period, the student is considered to be still at school, and with this in mind, any complaints or problems must be referred to the hotel school. All students are paid their return travel fare and living expenses (often much more than that) whilst they are working. The employer also pays the costs of supervisory visits by hotel school staff.

So much for the theory of work experience. How does it work in practice?

There is no doubt that employers welcome the opportunity of employing students during peak periods, particularly BTH and BTS students at the end of their second year. There is more doubt whether the summer holiday months are the best time to plan and supervise systematic job rotation. Most catering teachers admit to a problem of supervision, and there are suggestions that many students accept payments above the odds in return for foregoing any semblance of planned experience. Some hotel school directors see no option so long as the curriculum requires catering students, in common with students from other disciplines, to follow the same peak holiday pattern as the educational sector as a whole.

The newly-introduced baccalauréat professionnel was designed with a strong element of `alternance', that is phased periods in a work environment. Because, perhaps, industry experience for catering students is not universally regarded as satisfactory, the term `stage' is not used in that context.

Training Hotels : Economics and Training Value

Four of the main French hotel schools — Thonon-les-Bains, Grenoble, Toulouse and Bordeaux, operate training hotels — *hôtels d'application*. No British hotel school does, though most open student-operated restaurants to the public at midday, and some do so in the evening.

Over the past decade a number of British catering colleges have produced schemes to build and operate training hotels. All have proved financially impracticable. What then are the economics and training value of the four French institutions? The following observations are based on using each of the hotels as a customer, and talking to students and teaching staff.

Thonon-les-Bains

The Thonon-les-Bains hotel was purpose-built in the 1930's. Directors of the school, more often than not, have come from an academic discipline other than hotelkeeping. Nevertheless, they have had to manage the hotel in and out of peak seasons, and any newly appointed director has no option but to learn hotel management quickly. During the summer, the town of Thonon-les-Bains assumes financial responsibility for the training hotel and operates it on a commercial basis. Most of the teaching staff stay on in operational roles with about 30 students who elect to work during the holidays for commercial rates of pay. Prices go up then because the school, during that period, has to pay taxes like any other commercial enterprise. The peak seasonal use of the hotel constitutes, of course, a significant secondary source of income for the school director and staff. The occupation rate in July/August (when it operates commercially) is 80% compared with an average 60% during term-time, dropping to a seasonal low of 40% in winter months.

As far as the operational management of the hotel is concerned, the school is satisfied (as is the customer — repeat business is substantial) that standards are high and that the client is getting value for money. The director has to make all kinds of judgements for accounting purposes on what raw materials in the kitchen are used purely for training as opposed to commercial restaurant operations. This obviously gives a measure of flexibility, and gives the French Ministry of Education a run for its money. Even so, there are apparently recurring irritants. For example, civil servants in the Ministry of Education resolutely fail to understand how training materials in a lycée hôtelier (a chicken for instance) have a more expendable life than a sheet of metal in a lycée méchanique.

As the then hotel school director said in 1979: `On ne fait pas fonctionner un hôtel avec les fonctionnaires' (`You can't run a hotel with civil servants'). The hand of centralised bureaucracy lies heavy — as soon as any state system comes into contact with the public on a commercial basis (as training hotels must), the clash becomes inevitable. The fact that all receipts become public

funds involves the training hotel in a complex and (to it) irrelevant accounting system which no commercial hotel would ever contemplate.

The biggest single constraint, however, is the insistence of the state that the school must work a conventional term with conventional student holidays. This means that the training hotel has to close down (apart from the July/August period when the municipality takes over) at the very time, Easter, Christmas, and other public holidays for example, when it could make most money. It is thereby impossible to build up a regular assured clientele. The school would like staggered holidays for staff and students so as to maximise the use of overheads and (from a purely training standpoint) to relieve congestion in the student kitchens, but the inflexible nature of the state educational system prevents this.

Grenoble

At Grenoble, the hotel (a converted 19th century house) is more elegantly furnished than its counterparts at Thonon-les-Bains and Toulouse. Apart from the extreme youth of the staff, there is nothing in the reception area, restaurant, or bedrooms to indicate that it is anything other than a well-managed, commercially-operated, three-star hotel. When the HCTB team stayed there in the late 1970's, the then director, like his colleagues in Thonon-les-Bains, recognised the advantages which ideally should accrue from training students in a living hotel. In practice, though, he too saw insoluble problems. These problems did not stem, as one might think, from resentment amongst local hoteliers at 'unfair competition'. The municipality (as local hoteliers subsequently confirmed) is proud of the school and determined to retain such independence as it has from the state. With 36 rooms in the hotel and a medium-sized restaurant, it meets a middle-class market which no other hotel in Grenoble (tending as they do to be smaller hotels often without private bathrooms, or hotels belonging to modern impersonal chains) is equipped to meet. It has an average annual occupancy of 65%. It closes throughout the month of August. The real difficulties for the school, even more than at Thonon-les-Bains, appeared to stem from the conflicting demands of formal education and the commercial needs of the hotel. The then director thought they were irreconcilable within the state system which operates to a rigid weekly time-table, alternating scholastic and practical work.

Toulouse

The Toulouse hotel (independently called Hotel Occitane) was built in 1965. It adjoins the lycée hôtelier which was built at the same time. It operates a restaurant d'application which is evidently popular and appears to hold its own in a gastronomically-conscious city.

The Toulouse hotel school differs in the way it uses the hotel in one significant aspect. The hotel's kitchens do not serve a dual purpose: the training kitchens are physically separate and form part of the school rather than the hotel. Thus the two functions — instruction and commercialism — are kept apart. The hotel, the teaching staff insist, is an `hôtel d'application' not an `hôtel de formation'. Its purpose is to attune students to the pace at which they will be required to exercise their skills when they go into the industry, not to train them in the skills as such. Unlike Thonon, the hotel closes at weekends. It also closes during academic holidays.

The principal advantage of a training hotel, particularly in the way the Toulouse hotel school operates it, is to give students progressive experience in the pace of commercial hotel work. Most French catering teachers are agreed that the alternative — periods of `stages' in commercial enterprises during academic holidays which are also peak tourist periods — is far from ideal: `sweated labour within management techniques (or lack of them) of 50 years ago' as one hotel school director described it. The students can learn to live with shift work, and to cope with the crises of day-to-day hotel activities. They have contact with clients who are paying something approaching a commercial rate for what they are getting and are therefore likely to be reasonably demanding. On the other hand, few clients are likely to be as intolerant of bad service with young people in a training hotel (and it often occurs: the teaching staff obviously cannot give total supervision) as they would with mature employees in a more realistic environment.

Bordeaux

The Bordeaux training hotel, the Hotel Guyenne, is situated next to the hotel school about four miles from the centre of Bordeaux. It was built, like the school, in 1973. It is therefore the youngest of the four, and, of the purpose-built ones, undoubtedly the best-appointed and most comfortable. The excellence of its restaurant and its proximity to the airport ensures it a fair occupancy rate and — within the substantial constraint of closing over most academic holidays — a measure of repeat business. Even so the problems experienced at the other three hotel schools are in evidence here. Some of the teaching staff were of the opinion that 100 rooms is the minimum size (the Hotel Guyenne has 30) to give students realistic experience in the kind of hotel most of them will be working in. `A sledge hammer to crack a nut' was how one described it. Nevertheless, the hotel school works imaginatively with the recognised liability of the sledge-hammer. There is one exception to

closing over academic holidays. Over the ten day break at Toussaint, the final year BTS students take total charge of the hotel and participate in any profits they make.

The Conflict Between Teaching Needs and Commercialism

In all the training hotels, the principal problem, from a training point of view, lies in reconciling the conflicting demands of commercialism and the teaching curriculum. For example:

- the hotel control system suffers, and the students are denied real accountability, because unless key jobs such as receptionist, cellarer, controller, or head waiter are held down by one individual for longer than purely training considerations justify, students cannot be made accountable for what they do
- the customer often suffers because staff and students are rarely at their most amenable early in the morning or late in the evening
- the students suffer because, in mixing school and practical work within a standard academic week, they work-over long hours
- there is a disadvantage in confining practical training to a training hotel in that, of necessity, it takes up all the students' practical training and gives them no experience in other establishments such as institutional and function catering, and holiday clubs.

The Economics of Training Hotels

There are limits to the requests visitors to hotel schools can make, and asking to see detailed hotel accounts does not lie within them. None were produced though two of the four conceded that they were substantially subsidised by the municipality. It is evident, however, that no commercially-oriented hotel can shut down, as the Toulouse, Grenoble and Bordeaux hotels do, over periods when tourism is at its height. It is evident too that insufficient revenue is being generated to refurbish the hotels adequately. In the 1970's the Thonon hotel looked its age, attempts to rejuvenate the reception area notwithstanding. The bedrooms both in Toulouse and Thonon look as if they have been furnished from complimentary offerings by various suppliers. It may have been bad luck, but every HCTC visitor had problems with the plumbing at three of the four hotels visited. Despite the friendliness of the students and the best efforts of the teaching staff, there is a marked institutional air about both Thonon and Toulouse. They have neither the mechanical efficiency of the bigger chains nor the acceptable eccentricity that so often characterises the French privately-run hotel.

When the HCTB team visited France in 1979 there were plans (viewed by the then principals without much enthusiasm) to add a training hotel to the Strasbourg hotel school and to include one in a new hotel school then being built at Blois. Neither has materialised. As the Nice hotel school moves to new premises in September 1993, no training hotel is envisaged and the principal certainly would not want one. There are three substantial obstacles:

- building costs and interest rates are substantial and unpredictable (the original building costs of the Thonon and Grenoble training hotels have long been amortised)

- the conflicting demands of commercialism and education within the state system would be intensified if the state controlled from scratch the operating policy of the hotel within scholastic timetables

- the reduced hours which most members of the teaching profession have begun to insist upon would make on-the-job training within a commercial environment increasingly impracticable.

To sum up, there is an undeniable training value in a training hotel in that the training in reception, accommodation services, and specialist departments can be planned and supervised much more effectively than on periods of attachment to a commercially-operated hotel. It is doubtful, however, whether a teaching restaurant within a training hotel is any more effective in training terms than those run by hotel schools independently of a hotel environment. In all hotel departments, not only do the stresses of shift work coupled with an inflexible academic timetable place obstacles in the way of learning, they also put a premium on civility to the customer and bad habits acquired in this way die hard.

As had been said, the real costs of a training hotel were difficult to arrive at. It is clear, however, that operating costs substantially exceed those of a conventional hotel school. The judgement in the early 1980's was that the French Ministry of Education would not find the capital to build any more hôtels d'application, and that judgement has been borne out. If they did, the recurring annual capital charges would be bound to prompt yet again the question of training value for money. The Thonon-les-Bains and Grenoble directors then said, in effect, if you inherit a training hotel and the municipality supports it, it is worth persevering with, though the snags are enormous; if you have not the inheritance, don't create it. Nothing in the succeeding decade has detracted from that view.

Diagram 4 showed that it is possible to begin vocational education in France as early as 13 years of age. Many college teachers believe this to be too soon for young people and parents to make career decisions. That apart, they have difficulty in placing people as young as 13 in industry for practical experience. French educational traditions however, are geared to stream the more gifted so as to stretch them academically, and at the same time push academically less able children into vocational education as soon as possible. School reports are submitted to the Academic Inspectorate in each area, and on the basis of these reports parents are advised where the point of entry into vocational education should be.

As we have seen, three main options are open to the full-time catering craft student — food preparation, food service and accommodation. There is no status difference between cooking and waiting (although service is traditionally better paid taking tips into account) and the entry requirements are the same because both disciplines must spend some time on the other.

Candidates for programmes at all levels are required to take manual dexterity and aptitude tests and to be interviewed on the basis of their pre-entry examination results. The following emphasis on physical fitness, intellectual qualities, and social skills from the 1990 Strasbourg hotel school's admission brochure is typical of most hotel schools, and a battery of tests are used in conjunction with the interviews. `Making a successful career in hotelkeeping and tourism at whatever level calls for good health and stamina allied to even-temperedness, good physical co-ordination, and manual dexterity. The future hotelier should be well turned out and take a pride in his appearance. He should have a high level of critical thinking. He should also show evidence of an enquiring mind, a lively imagination and an ability to react dynamically to unexpected events'.

The effectiveness of the selection criteria, and the way they are applied, may be judged from the retention rates on the hotel school programmes themselves (drop-outs occur almost entirely through academic failure not lack of vocational aptitude) as well as the high proportion of hotel school graduates who stay in the industry after graduation. A survey conducted in 1979 by a BTS/BTH centre of 150 students showed that 65 out of 80 respondents were still employed in the industry after eight years, most of them in jobs of hotel manager or equivalent. Subsequent surveys have revealed a similar pattern.

As was said earlier, the Ministry of Education, as well as controlling the curriculum for every course, and setting the examinations, selects and appoints the teachers. To advise the Ministry in this work, there is a Professional Committee comprising one-third employers, one-third employees, and one-third educationalists (see Diagram 1). This body also sets the standards for teacher selection and training. To teach craft subjects (BEP and CAP) a teacher has to hold those qualifications as a minimum and have five years successful experience in the industry. To teach in a hotel school offering BTS and BTH calls for a BTS with three years industrial experience or BTS with five years industrial experience. All applicants have to sit an examination in French, mathematics, nutrition and food technology as well as give a talk, pass a practical test, and face an interview. Immediately following recruitment, teachers receive between one and three years training depending on the level of course they are going to teach. The teachers' training school has a small catering college attached to it so that probationary teachers may gain practical experience in handling classes. The Ministry's Advisory Committee also sponsors short seminars to keep the teaching profession abreast of developments in educational philosophy and teaching techniques.

In 1979, the visiting team heard few complaints about the calibre and professional attitudes of catering teachers. By 1990, some criticisms were being made of the reduced hours of work required of catering teachers (32 hours a week has been progressively reduced to 18 hours), and the impossibility of educating catering students adequately within constraints of that kind. What might be suitable hours of work for teachers of mathematics or chemistry are, it has been suggested, totally unsuited to the experiential demands of catering.

Section 5
Cultural Differences

Eating Out

It can be demonstrated statistically that the French spend substantially more of their disposable incomes in restaurants than do the British. But statistics do not tell the whole story. Eating out in France is not, as it tends to be in the UK, principally an occupation of the better off. Restaurants are patronised by families from every social background with their young children, so that few young people will have reached school-leaving age in France without having first-hand experience of the business of food preparation and food service.

This fundamental difference has two important consequences for catering education and training. Firstly, the professionalism of food preparation and food service is something with which most catering craft students in France have grown up. They will not regard it as being something external or even alien to their own experience as many British students must. Secondly, food service is not seen as an occupation inferior in status to food preparation. The waiter or waitress in the average French restaurant will know enough about food and wine to advise the customer and talk knowledgeably about them. Young entrants to craft food service courses will either have experienced this in a restaurant for themselves or will have taken part in family parties where their elders have done so. The increasing presence of fast food chains since 1980 has meant that they have shared with traditional restaurants the general growth in restaurant spending; they have by no means displaced it.

Hotel school directors are surprised when British visitors ask whether the calibre of entrant in food service is lower than that in food preparation. The proportionate intake (two-thirds food preparation, to one-third food service) is determined by the Ministry of Education nationally in accordance with its estimate of the ultimate needs of the industry, though neither course is exclusive. Food service students must learn what goes on in the kitchens, and vice versa. The same standards of entry are applied to both courses, and colleges have more applicants for food service than they do for food preparation.

Male Dominance

When the HCTB team visited France in 1979, the discrimination against women students — both in admission to hotel schools and in job opportunities after graduation — was very marked. The explanation then most frequently offered was that women were less able than men physically to withstand kitchen heat and other pressures. One hotel school director, in the

course of emphasising that there was no discrimination in entry standards between food preparation and food service students, volunteered that he kept his feminine intake of catering (as opposed to tourism) students down to 25% of the whole. He saw a future for catering women students only in institutional or welfare catering. The Paris hotel school then restricted women students to 30% of the total (seeing their future as being confined to secretariat or reception), and another school admitted to a policy of discouraging all girl applicants at the interview stage so that they were left with those who at least had the merit of persistence. Only one hotel school director, at Thonon-les-Bains, thought the prejudice so groundless that he had made active efforts to increase the proportion of women students (at the time of the team's visit, the school had only 60 women out of a total student population of 320). His efforts had been nullified by the refusal of the industry (except for dietetic and institutional catering) to take girl students for industrial release.

That the industry in France continues to be male-dominated, despite the preponderance of women working in it, is indisputable. Not one woman appears in the chair of any of the 11 constituent bodies of the CNRH (Diagram 3) for example. Yet there are signs that the hotel schools are less entrenched than they were. Demographic trends, there as here, have meant that higher education generally has been obliged to forego some of its prejudices in order to fill its places. The director at the Paris school has said that whereas in the early 1980's he had ten applicants for one vacancy, he now had five. Also more students were waiting until after taking the general baccalauréat before looking at vocational options. Because high-calibre post-baccalauréat women applicants were discriminated against even more sharply in higher engineering and allied programmes, they turned their aspirations to catering and hotelkeeping. They were so far ahead of many male applicants that their claims were incontestable.

The Central Control of Education

The central control of education in France is rigorous by UK standards. When the HCTB team discussed this with the director of the Grenoble hotel school some ten years ago, he alluded, not entirely facetiously, to the monastic origins of education and doubted whether the system had materially changed since then. The central imposition of regular curricula, timetables, and teaching method remain the order of the day. In the summer of 1990, the director of another major hotel school was talking of the continued inflexibility of the system as a 'tyrannical centralised computer' which imposed a standard timetable and curriculum through France with scant regard for the special needs of individual disciplines, particularly catering and hotelkeeping.

Over the past decade there have been strenuous attempts by the Ministry of Education to devolve the influence of its tripartite consultative body to the regions. The introduction of Masters degrees at Strasbourg and Toulouse has

come about partly through the joint local commitment of industry and education; so have special courses run by hotel schools to meet local specific skills shortages. Nothing has emerged, however, to weaken the central authority of a system buttressed by the control of curriculum and a rigid examination structure.

Teaching Style

This sense of discipline extends to teaching method, which, generally speaking, is highly directive. Most of the classrooms the HCTC team saw were laid out in theatre style and the unrelieved lecture followed by questions is the most common mode of communication between staff and students. Practical work obviously calls for more student participation, but even here teaching method is more directive than is usual in Britain. There is also strong emphasis on non-vocational academic subjects in hotel and catering courses at all levels, and more than one practising hotelier complained to us that many first-rate craft students failed to qualify because of it.

Standards of discipline amongst the students are still keen by British standards. Many hotel schools require male students to wear a tie when using the students canteen. Attendance records are everywhere maintained and rigidly enforced, and minor student misdemeanours are frequently corrected by the staff with an authoritarian stridency that would be unthinkable in Britain. The fact remains that all lectures start on time (to quote the Strasbourg hotel school `Student's Contract': `the strictest punctuality will be demanded in the student's future profession, it is therefore essential that it should be rigidly observed in the hotel school'), and all French hotel schools visited by the HCTC team had a purposeful air about them which gives them credibility in the eyes of their industry.

Section 6
Financing the System with Particular Reference to Industrial Training

Apprenticeship and Higher Education

Since 1971, all higher education in France has been free up to the age of 24. This covers all vocational education and no distinction between further education and vocational training is drawn for students below 19 years of age. All French residential schools, however, charge for food and accommodation; some (Grenoble, for example) also make additional changes for extra-curricular sports and social activities.

Training and educational establishments benefit too from a *taxe d'apprentissage* which is levied at the rate of 0.6% of total emoluments on all employers with more than ten employees. This levy can be paid over to the state or it can be donated to a recognised centre of vocational education; a public or private sector hotel schobl, for example. This income gives the public sector centres concerned virtually the only measure of financial independence they have from the state. Most hotel schools use it to help to meet the cost of training restaurants or, where they exist, training hotels.

The regulations governing the 0.6% apprenticeship levy leave substantial discretion to the levy-payer on where it may be donated. Not all levy-payers give it locally. Thonon-les-Bains, for example, gets a high proportion of its taxation income from Paris because many of its old students work there and the continued prestige of the school attracts their loyalty and support. A number of private institutions — the Paris Ecole Ferrandi, for example — also benefit substantially. To that extent, therefore, the tax might be said to reward centres of excellence. On the other hand, newly-founded colleges tend to go short of income, and suggestions are heard that the basis of the tax tends to make colleges over-conscious of fund-raising publicity and become preoccupied with the begging bowl at the expense of their primary teaching function.

Adult Training and Further Education

A further levy on industry generally has, since 1971, required that all employers with more than ten employees should set aside a percentage (in 1979 it was 1%, it is now 1.2%) of their payroll for the further education and training of their adult employees. The way the money is spent is jointly

45

agreed, within individual enterprises, by management and employees or their representatives.

The most recent, and potentially the most significant, development in industrial training has been the introduction in 1989 of the Credit Formation Individualisé Scheme for 18 to 25 year olds whether they are employed or unemployed. This measure, embodied in legislation in July 1990, effectively gives every adult citizen the right to vocational training that will lead to a nationally recognised qualification. It is estimated to cost over £400m a year and will be financed from general taxation.

The scheme has something in common with the requirements of most TECs and LECs in Britain that the training schemes sponsored by them should lead to a National Vocational Qualification or Scottish Vocational Qualification. The difference is that in France the initiative can come from the individual employee and its financing is assured by the backing of the law.

Since the 1960's, successive British governments have attempted to regulate industrial training through various combinations of central tripartite direction (through the Manpower Services Commission and its successors) and industry-specific statutory Training Boards or 'voluntary arrangements'. Finally the various permutations were discarded in favour of employer-led Training and Enterprise Councils and Local Enterprise Companies. The French have been more consistent. The government has drawn up industrial training strategies, industry has funded them through some form of training tax supplemented as necessary by general taxation, and employers and employees have since 1971 jointly agreed how the required training can best be carried out. A number of government-approved (though not necessarily government-controlled) agencies exist to bid competitively for the training business and deliver it to government-specified standards. There are a variety of such agencies, and there is space here to mention some of the most important.

The most significant in terms of size is the Association Professionnelle pour la Formation des Adultes (APFA), a publicly-funded body with a substantial degree of operational independence, which operates centres throughout France (see Diagram 1). APFA deals with employed and unemployed adult trainees in skills across all industries. Its resources for catering and hotelkeeping include training kitchens, restaurants, and hotels. Of the agencies specialising in catering and hotelkeeping, the Fonds National d'Assurance-Formation de l'Industrie Hôtelliere (FAFIH) was established by ministerial decree in November 1974, and has now been fully operational as a tripartite body for over 15 years. Every year it agrees proposals put up by some 50 organisations which choose to use FAFIH as the recipient of their training tax and to accept FAFIH's judgement on the efficacy of the way they propose to spend it. A similar counselling function is taken on by the National Association of Chambers of Commerce, and the trade associations operate a training advisory service for their members.

The biggest government-supported (though not government-controlled) training agency dealing exclusively within service industries with particular emphasis on catering and hotelkeeping is INFATH (Institut National pour la Formation dans le Tourisme et l'Hôtellerie) which operates 13 regional centres and 7 training hotels/restaurants throughout France. It offers short programmes in basic skills (with emphasis on the English language) as well as longer programmes leading to awards which are validated and accredited by the Ministry of Education.

A more recent initiative has come from French catering teachers who have seen a growing professional and commercial opportunity in the expanding training market. In Paris, for example, catering teachers from six catering lycées and colleges (including the Paris Hotel School) have formed GRETA (Groupement d'Establissements des Métiers de l'Hôtellerie) which offers training consultancy within companies or adult classes which individuals may join. It also operates abroad. The acronym GRETA is not confined to the Paris consortium. The Toulouse hotel school has its own GRETA which operates throughout the Pyrenees, and other hotel schools have taken similar initiatives.

Section 7
The Private Sector

There has been, over the past decade, a marked growth in private sector education and training for the hotel and catering industry. Apart from the private sector training agencies referred to in Section 6, the 1980's saw a consolidation and expansion, outside the state system, of more traditional forms of catering education.

Perhaps the most traditionally prestigious is the Paris Ecole Supérieure de Cuisine Française and Centre de Formation Technologique, jointly owned by the Paris Chamber of Commerce, the National Association of Restaurateurs, Café Owners, and Hoteliers, and the French Association of Hotelkeeping. The school is more commonly known as the Ecole Ferrandi, from the Rue Jean Ferrandi where it is located. As the teaching philosophy of the Ecole Ferrandi is shared, with some variations, by most of the major private hotel schools, it is now described in some detail.

The Ecole Ferrandi aims to encourage students to develop high standards of gastronomy in tandem with advanced business practice. It seeks to overcome what it sees as a basic weakness in the state system: `a tendency to put the accent either exclusively on craft apprenticeship or exclusively on business management'. How `exclusive' the separation of the two elements is within the BTS and Masters degrees offered by state hotel schools must be a matter for debate, but indisputably the private sector is free to combine them dynamically in a way that the state system, with its rigid curriculum control, is not. In particular, private schools such as the Ecole Ferrandi can phase practical work in the industry much more flexibly than is possible within the constraints of academic holidays.

Private hotel schools are also less rigidly bound than the state schools by entry qualifications and time-serving. To quote from the Ecole Ferrandi prospectus: `formal academic qualifications are less important in selection criteria than personal qualities, particularly a determination to get on in the profession. To accommodate entrants who are already working in the industry, the school affords the maximum flexibility in starting and finishing its programmes. For example if the holder of a BEP from the school, who has been working in the industry for two years, wishes to continue where he left off, he may do so; if a young trainee wishes to break his training in order to complete his military service, he may do so too'.

But perhaps the most significant advantage enjoyed by the private hotel schools — and readily conceded by most state hotel school principals — is their ability to pay teaching staff a market rate, and to require them to work flexible hours accordingly. They are also able to invite top chefs to give

weekly master classes at mutually acceptable times. The private schools are free too to bring in practising businessmen to run business case studies rather than rely on the more conventional business teaching methods implicit in the state curriculum.

The Ecole Ferrandi's diploma programme normally lasts two years for entrants already holding a BTH or a baccalauréat professionnel. Applicants holding a CAP or a BEP are required to complete a preparatory year in general education; those holding a general baccalauréat are normally required to spend a preparatory year acquiring kitchen skills up to CAP level. Holders of a BTS complete the two year programme in one year. These entry requirements, as has already been indicated, are not inflexible.

The diploma programme contains a business management element, tailored to suit the background of individual candidates, and two main options: restaurant management and function catering. The latter option was introduced in 1989 in response to a growing demand from industry generally for in-house receptions, and the popularity of the sector with younger caterers who welcome the opportunity to start their own business without heavy demand on capital.

The programme is so designed that students spend the first five months of Year 1 in the school itself and follow that by seven months (including holidays) in one or more establishments depending on their earlier experience. During year 2 the student pursues whichever of the two options he or she has chosen. Again five months are spent in the school and seven months in industry, the emphasis being on preparing the student for managing a sizeable enterprise either as proprietor or managing director. Finally the student returns to the school to write up and present to a panel of professionals from the industry a project which applies theory to the 14 months' practical experience.

Learning methods are experiential rather than directive. Students work in groups of 15 with the object of producing, during the school-based element of the programme, 400 original recipes (there are no prescribed cookery books). There is the added stimulus of a master class once a week by a meilleur ouvrier de France who is generally also the proprietor or managing chef of a Michelin-starred restaurant. Purchasing theory is backed up by practical experience in buying products from local markets. Business management is based on case studies during which the school staff are supplemented by visiting professors from the Paris Ecole Supérieure as well as prominent business practitioners.

A major difference between state and private schools lies in the cost to the student. The private school charges for tuition. The annual fees at the Ecole Ferrandi amount to FF14170 (about £1500) in 1990/91. Most of it is recoverable for French students aged between 18 and 25 (though obviously not for foreign students) through government training grants. The school's emphasis on qualifications (the state accredits its CAP award and students are

encouraged to use the knowledge they acquire on the programme to qualify independently as BTH) may in some part reflect the state's qualification requirements, but it also ensures a harmonious relationship between the government inspectors of catering education and the school. There appears to be little or no antagonism between public and private sector.

A relative newcomer to the private sector is L'Ecole des Arts Culinaires et de l'Hôtellerie based at Château du Vivier, Ecully, outside Lyon. This school started in 1990 and has set itself three targets:

- to establish a high level of training in the hospitality industry
- to promote French gastronomy and hospitality traditions abroad
- to follow trends in international tourism as well as new technologies and business techniques.

The project first took shape in 1985 at the initiative of government. After a number of false starts it is now establishing itself as a leading private school. It is set in 17 acres of wooded park and occupies a 19th century château which has been converted into a training restaurant. The complex comprises an ultra modern kitchen, a laboratory for oenology and tasting analysis and a professional library. The modern extension, 4200 square metres, has 16 seminar rooms, 4 training kitchens, a demonstration theatre, research kitchen, larder, pastry and central production kitchens. There is a hall of residence of 96 single rooms and 18 twin rooms. It is planned to have a training hotel of 28 rooms.

Although the project was intended to be a partnership between public and private sectors, most of the start-up funds have been supplied through central and local government. The contributions are from the state, 12 million francs (£1.2m); the region, 10 million francs (£1m); the Department, 4.2 million francs (£0.42m); the Chamber of Commerce, 3.5 million francs (£0.35m); the local commune, 3.8 million francs (£0.38m); and the town of Lyon, 19.85 million francs ((£2m). There is still substantially more to be raised.

A major feature of the training given at the school is alternate tuition and on-the-job training by which students are given the opportunity — through varied work experience outside and within the school — to further the knowledge acquired during their course. The initial intention of the school was to offer a three year programme with two intakes of students a year; in October for French tuition and in March for English tuition. However the three year English programme did not materialise and a new range of courses have now been planned. The new programme is wider-ranging and aimed at the English and Japanese speaking markets as well as meeting the traditional gastronomic aims which were originally behind the school's foundation.

Admission is open to students educated to baccalauréat or equivalent such

as the BTH. The tuition fees payable by the student are £6500 a year (tuition in French) or £8300 a year (tuition in English). The students also have to pay for accommodation, meals, uniforms and professional clothing, a set of kitchen knives, and laundry service. This could make a year's cost equivalent to £9500 or £11,300 dependent on the tuition language. On successful completion of the course students are awarded the school's diploma. According to the school's prospectus, students can expect to aspire to jobs such as resident manager for a major international chain, culinary production manager for a sizeable and prestigious catering business, or product manager in the food industry; if they are self-employed they would be looking to be the head of a sizeable family business or setting up a substantial new business from scratch.

These are challenging expectations, and the school has set out its stall to realise them. It has attracted high-calibre staff from other schools such as Lausanne and from within the French state system, and has spent substantially on advanced technology. To reconcile the demands of the curriculum with the operation of the restaurant and conference business has already proved demanding for students who have been educated in the more academic environment of the state system; it will also be interesting to see whether the proposed training hotel succeeds in overcoming the problems experienced at Bordeaux, Thonon-les-Baines, Grenoble, and Toulouse. More fundamentally, perhaps, the emphasis on experiential and individually motivated learning has presented problems to students attuned to more traditionally directive teaching methods.

Section 8
Planning for Skills

When the HTCB team conducted the first study of French practice in 1979, they were introduced by the then French Inspector of Catering Education to an elaborate catering skills succession plan, summarised in the 1979 report. It made a conscious formal attempt to relate, on a national basis, the educational intake to the total management, supervisory and craft succession needs of the industry. The centralised nature of the educational system in France, as opposed to the local structure in Britain, theoretically made that possible.

The Ministry of Education was concerned with planning five to ten years ahead, that is the long-term (primarily educational) needs. The Employment Ministry was concerned with meeting short-term (primarily industrial training) needs. A central principle on which both worked was the emphasis on internal promotion and on-job training. The need then in traditional hotels and restaurants was for 18,000 new craft workers a year, 9000 of whom were likely to be provided by full-time vocational education and 4000 by traditional apprenticeship, leaving some 5000 to be provided through internal training and promotion and government sponsored industrial training.

Since then, there has been some decentralisation of policy-making and resource-allocation, but France has retained the principle of relating central government funds to a nationally-determined assessment of future skills needs. Although there has been some increase in the provision of higher-level programmes during the last decade, there has been a broadly proportionate allocation of funds to operative, craft and supervisory vocational education, as Diagram 13 shows. Bearing in mind that the craft certificates cover both work-based and full-time students, the craft and BTH figures for the subsequent decade show a remarkable correlation with the original plan.

Diagram 13

State Qualifications Gained Annually (Metropolitan France)

	1983	1984	1985	1986	1987
CAP & BEP	25,510	27,108	26,724	28,288	30,137
BTH	1291	1544	1547	1651	1690
BTS	1362	1417	1307	1698	1854

By contrast, as Diagram 14 shows, the numbers of craft qualifications gained in the UK declined over the same period (1983 to 1987) by over 10%, whereas National Diplomas rose by 197%, HNDs by 154% (1984 to 1987) and degrees by118% (1984 to1986). The arrest in the decline in craft qualifications in 1988 is attributable partly to the progressive contribution of Caterbase which has become annually more significant, resulting in over 4000 NVQ certificates achieved through this means; also, BTEC First Certificates began to make their contribution in 1987/88.

Diagram 14

Qualifications Gained Annually (United Kingdom)

	1983	1984	1985	1986	1987	1988
Craft*	38,665	29,214	38,801	**33,948	33,428	34,533
National Diploma	2085	2449	2788	4531	7034	6207
HND BTEC	Not available	1182	1191	1787	3100	3010
Degree	210	252	297	386	423	459

* Including City and Guilds, BTEC First, Caterbase.

** Adjustment for unusual City and Guilds 706 figure.

The French, possibly because their ample provision of full-time vocational education and training, from CAP through to BTS, is well embedded within the national culture, are well behind Britain in the design and implementation of national vocational qualifications that can be gained exclusively at work. This seems to be a lead that Britain would be well advised to maintain if its traditional reluctance to invest in full-time education for its employees is to be replaced by comparable disciplines in the workplace.

Section 9
Summary and Conclusions

This report aims, within constraints of time and space, to present some facts and opinions and pose some questions for further discussion within the British hotel and catering industry. Formal catering education in France has been established much longer than in Britain, and French culinary standards are internationally well regarded. For that reason alone, there should be some advantage in taking note of developments in French vocational education and training and comparing them with those in Britain without, necessarily, indulging in the increasingly fashionable practice of disparaging all things British on the basis of inevitably superficial evidence of what goes on abroad. There is much that is commendable in both systems.

Manpower and Productivity

Productivity comparisons between the French and British hotel and catering industries are hampered by the lack of strictly comparable statistical data. Nevertheless, the figures available for people working in hotels, restaurants, and pubs/cafés in the two countries (Section 1 of this report) show that Britain employs about 300,000 (or 30%) more people, and a higher proportion of full-time workers, in these sectors than France. Again, strictly comparable statistics of financial turnover in the sectors concerned are lacking, but it seems unlikely that the industry in France generates less income than Britain, bearing in mind that its income from tourism generally is substantially higher. This suggests that productivity in hotels, restaurants, and pubs/cafés is much lower in Britain than in France. There are evident training implications here that could repay further study.

Government and the Hotel and Catering Industry

Governmental mechanisms for dealing with the affairs of the hotel and catering industry in the two countries are similar in a number of respects: there, as here, vocational education and vocational training come under two separate government agencies, and nobody we spoke to in France suggested that there would be any advantage in combining those responsibilities within one department. Unlike Britain, however, France does have a government minister exclusively concerned with tourism, and tripartite consultative machinery on vocational education is long-standing with powerful regional presence.

Although major groups, such as Accor, have expanded considerably over the past ten years, independent hoteliers and restaurateurs in France continue to hold their own. Contract catering has made some headway but on nothing like the scale experienced in Britain. Recently, small independent function caterers have increasingly entered the market. The state educational system has responded to the increasing presence of major groups by including more business and international management in its curricula (though not to the extent that some of the major groups would wish) and private hotel schools have provided special programmes for independent function caterers.

French trade associations appear to command more support from the industry generally than their British counterparts. They play a similar advisory role in vocational education and training. Trade unions also appear to wield more influence, not only because of their stronger presence in the private sector but also because of their representation on state-sponsored tripartite machinery.

The State Vocational Educational System

Since the last HCTB survey of French practice in 1979, a number of significant developments have taken place.

Educational Bridges

Ten years ago, there was considerable criticism from some hotel school directors and from the industry in France that too many academic obstacles were placed in the way of talented craft students. To quote our 1979 report: `One hotel school director spoke to the team about the ideal route in an essentially craft-based industry which would be CAP through BEP to BTH. In fact, however, the Ministry of Education does not permit students to follow that route; if they did, there are doubts whether CAP students could manage the final academic bridge to BTH.... The director concerned implied that the industry's management potential was being stunted by unrealistic academic requirements'. If that was true then, it is certainly not true now. The system is so designed that every opportunity is given, through bridging programmes at all levels designed to fill gaps in the student's knowledge and experience, to offer opportunity for progression from CAP to BTS. Whilst this trend is in line with efforts made by the French educational system as a whole to rid itself of charges of `elitism', it is especially helpful to the hotel and catering industry where a sound base of practical skill and experience is widely regarded as indispensable for operational managers. It is questionable whether the British system affords a comparable degree of flexibility.

The Baccalauréat Professionnel Restauration

The baccalauréat professionnel, introduced in 1985 throughout the educational system, offers a route whereby lower academic achievers (traditionally beginning full-time vocational education at age 13 for CAP or age 15 for BTH) can progress within the educational system and acquire at least the titular prestige of the traditionally revered baccalauréat. There are now three baccalauréats, general, technical, and vocational. Realistically, the general baccalauréat remains the most prestigious and the baccalauréat professionnel has yet to prove itself. It does, however, offer the Lycée d'Enseignement Professionnel the opportunity to develop a professional catering supervisor with a sound background of general education.

Accommodation Studies

The past decade has seen the emergence of accommodation as a specialism, at BTH, BEP and CAP level, approaching that of the traditionally respected skills of cooking and restaurant management. Recent studies into productivity levels in German hotels (National Institute of Economic and Social Research, November 1989) have suggested that relatively high levels of productivity in German hotels are substantially due to greater emphasis on accommodation studies in German vocational education and training for potential supervisors. In Britain, efforts to increase the scale and status of accommodation studies have had little success.

Foreign Languages

The French have traditionally been as reluctant as the British to speak other peoples' languages. Since 1979, the foreign language content of all French vocational programmes has been considerably strengthened. At BTS level, the final examinations include tests in two foreign languages for hotel specialists and one foreign language for restaurant specialists with an additional option, a 20 minute discussion on the industry in a foreign language. At the other end of the spectrum — CAP — the final examination includes a 20 minute foreign language oral. The effect of this was evident in recent exchanges of craft trainees conducted by the HCTC and the Association Professionnelle pour la Formation des Adultes. The French participants in the exchange were immeasurably better equipped in English than were the British trainees in French.

Introduction of Degree Programmes

Although the French have introduced two degree programmes in catering and hotelkeeping, these programmes are so far confined to entrants with a

BTS and mature candidates from within the industry. There are no routes for 18 year olds to move directly from full-time general education to a full-time vocational university degree programme. Also, the relatively few places on degree programmes have not been created at the expense of numbers admitted to BTS, BTH or craft programmes. Thus, the fundamental craft base of the vocational education system has been maintained and degree programmes are designed to add a dimension to the practical base of vocational education rather than dilute it.

Examinations

By British standards, the French examination structure might be thought brutal and is considered so by many students, parents, and members of the general public. The central control of standards, much tighter than in Britain, does however ensure uniformity of attainment and offers employers an assurance that qualifications, wherever gained, are of comparable validity.

Industry Experience

The French appear to have similar problems to the British in making students' work experience effective.

Training Hotels

The French experience of operating training hotels within the state sector is not encouraging and British hotel schools would be well advised to take account of it before drawing up similarly elaborate projects here.

Financing the System: Public and Private Sector

Whatever merits or demerits the French method of financing vocational education and training may have (and we heard little criticism either of the training tax or the taxe d'apprentissage from those who have to pay it) it does afford the industry in France a measure of stability within which training can be planned and budgeted. FAFIH (see Section 6) has been operating consistently since 1974 and the central government uses it along with other agencies to validate what training providers offer. On that basis, competition between providers certainly exists, but without the acrimony so often evident in Britain.

A comparison between the 1980's skills succession plan drawn up in 1979 and the output of the educational system during the succeeding decade (Diagram 13) suggests that the French know what the industry's skills needs are and they have the control mechanisms to see that the vocational education system is geared to meet them. The French Ministry of Education attributes the success in retaining catering students in the industry following full-time education to the fact that their qualifications are consistent with the jobs they are called to do.

The Balance of Qualifications

All French catering qualifications have a sound craft base. Even at the top end of the qualification hierarchy (the BTS), cookery, restaurant work, and practical hotelkeeping take up more time than any other single subject and entrants coming in to BTS at the age of 18 from the general baccalauréat (the equivalent of British A levels) have to complete over 20 weeks of craft work in addition to 16 weeks practical experience before they can proceed to the final year of the programme.

Within the general emphasis on practical vocational skills, the balance between managerial, supervisory and craft qualifications has been broadly maintained. France has experienced nothing like the shift of emphasis from craft to degree level that has occurred in Britain. The two university programmes introduced at Strasbourg and Toulouse differ from degree programmes in catering and hotelkeeping offered by British universities and polytechnics in that the French offer a broad business education to a limited number of students who have already acquired craft and technical skills either through successful completion of the BTS programme or through experience as a practising manager in the industry; if they enter from another discipline they must acquire substantial craft and technical skills before entering the programmes.

There have been suggestions in Britain that the shift in emphasis from craft to higher qualifications in catering and hotelkeeping, including the marked expansion in university and polytechnic degrees, has been brought about more by considerations of academic status and rewards than by any reflection of the industry's skill needs. We heard suggestions in France that the increasing influence of regional advisory bodies for vocational education had resulted in pressure for more higher level programmes as a matter of regional prestige. Recently, for example, BTS programmes have been started at Nancy whereas some catering educationists would argue that the region's needs can be met quite adequately by the output of Strasbourg. However that might be, the additional higher-level provision has had little effect on the broad balance of the output of French catering education as a whole.

The failure of full-time craft provision in the British system to keep pace with the growth in other full-time qualifications in the occupational hierarchy emphasises the importance of craft training assessment and accreditation in the workplace. Here the British system of National and Scottish Vocational Qualifications, NVQs and SVQs, is well ahead of anything the French have so far managed to achieve, and in Britain must point the way for the future.